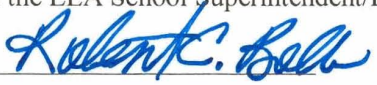
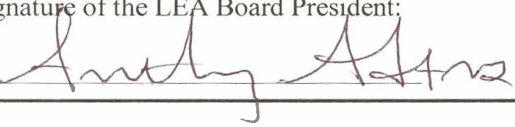


Attachment III

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Kettering High School	Mailing Address: 6101 Van Dyke Avenue, Detroit MI, 48213-2451
School Building Code: 540	
School Building Contact for the School Improvement Grant	
Name: Patricia Murray	
Position and Office: Principal	
Contact's Mailing Address: 6101 Van Dyke Avenue, Detroit MI, 48213-2451	
Telephone: (313) 866-5336	
Fax: (313) 852-9615	
Email address: patricia.murray@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 22 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

Kettering High School is located on the northeast side of Detroit. As a school community, we faced numerous challenges for the 2009-2010 school year. Our school has been identified for Restructuring/ Extended Implementation according to the Education YES Report because we have not made AYP for eight consecutive years.

A review of student performance data shows that less than a fourth of our 11th grade students are meeting proficiency standards on Michigan Merit Examination (MME) Assessments for the past three years. During the 2008-2009 school year, 36% of 135 students assessed met state standards in Social Studies; 12% of 144 students assessed met state standards English Language Arts; 10% of the 147 students assessed met state standards in Writing; 19% of the 144 students assessed met state standards in Reading; 7% of the 134 students assessed met state standards in Math; 7% of the 136 students assessed met state standards in Science.

The ninth grade students at Kettering High School are struggling to meet the state and district standards of proficiency on Michigan Educational Assessment Program (MEAP) in Social Studies; out of the

210 students assessed, 24% met the proficiency standard at level 1 or 2.

Kettering's attendance data is a major concern within our economically disadvantaged subgroup. More than half of students at Kettering High School have greater than 10 (>10) absences. When students are not present in class, they are missing valuable instruction, which is leading to our failure to meet the standards.

Finally, Kettering School has not met the mandated 80% graduation rate goal; 67.22% four (4) year and 71.02% five (5) year students met the AYP Graduation Objective.

Kettering High School is committed to drastically changing our school's culture, structure and instruction to improve student achievement and increase attendance and graduation rate among all of our students. ICLE will directly support data-focused change by engage school leaders and staff in data-driven decision making practices around identified target areas for academic improvement through monthly coaching and the use updated and published school data analysis report. The report provides a comprehensive, but user friendly, analysis of student achievement data, student participation data, student subgroup data, college readiness indicators, demographic data, and school characteristics. Additionally, ICLE administers student and faculty surveys to help assess how both faculty and students perceive the quality of instruction and the learning environment of the school. The survey questions are organized around the components of rigor, relevance, and relationships. The data analyses are used to highlight, for all stakeholders, the strengths and areas of need for each school. The data analysis report identifies trends in both quantitative and qualitative student performance indicators over time and is used to monitor the achievement of student-centered, best-practice targets.

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.) A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement .			

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

- a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.
- b. Explain the district and school's ability to support systemic change required by the model selected.

a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

The Kettering High School community is committed to change. The entire Kettering High School faculty and staff have reviewed initial drafts of the school improvement application and support the vision and mechanisms for creating change as outlined. Kettering High School faculty and staff are willing to extend beyond the status quo of teaching and learning as embodied in traditional educational practices, and have verbally committed to push themselves to use research-based best practices to enhance instruction during faculty meetings and round table discussions with our turn-around partner provider, ICLE. For example, faculty members have committed to: (1) using the Rigor/Relevance Framework and related strategies to guide planning, instruction, and assessment; (2) unilateral implementation of a lesson plan template that focuses planning around key ingredients for improved teaching and learning; and (3) working with various consultants in order to enhance their practices through job-embedded training (e.g., all core content area teachers are receiving job-embedded support via partner providers).

To implement the improvement process Kettering received a new principal, Ms. Patricia Murray, who has taken initial steps to begin developing a culture of shared leadership and decision-making by proactively engaging staff, parents, students and other stakeholders in school wide decisions. As a part of this turn around effort the principal has committed to empowering teachers to become leaders and in return, teachers and stakeholders have begun to collectively take greater ownership and responsibility in matters pertaining to the school. In terms of teacher collaboration, the master schedule was developed to allow the 9th-grade community and 10th-grade teachers to have common planning time, and recently the time for weekly whole-staff teaming and collaboration has been initiated through Wednesday staff meetings.

The newly revised and primary governance structure in place that is responsible for implementing and monitoring the turn-around plan is the Leadership Team. Multiple stakeholders are represented, such as the school improvement chair/data specialist, principal, assistant principals, content area teachers, union representative, special education teacher, parent representative, and counselor. One new critical hire will join the school turn-around staff and will play an integral role as an additional member of the Leadership Team. This new position is the new 9th-grade attendance officer. Our partner providers will help to develop and strengthen shared leadership efforts through provision of material resources and strategies, as well as providing the Leadership Team with direct support and facilitation of progress monitoring and refinement of the plan on a monthly basis. As a part of the ongoing efforts to enhance monitoring of teaching and learning, the school's Data Specialist also provides the staff with data analyses of Quarterly Benchmark Tests, student grade reports, and other success indicators. Students have also been engaged in "Data Conferences" lead by staff in order to share and discuss data points and related information directly with the students.

b. Explain the district and school's ability to support systemic change required by the model selected.

Kettering High School staff will implement the Turnaround Intervention Model using the International Center for Leadership in Education (ICLE) Whole-School Reform Model. Through implementation and monitoring of focused reform efforts, Kettering will offer a rigorous educational program, which includes an extended day, extended year, tutoring, and ongoing professional development for staff. Through support structures provided by Detroit Public Schools (DPS), Kettering High School is well positioned to implement the sustainable whole-school reform model. DPS works very closely with the school principal and all partner providers in order to provide any direct assistance needed to ignite and anchor change. The DPS Office of Academic Accountability provides a monthly context for ongoing dialogue and training with regard to high school reform, and a district liaison to the school is available on a daily basis whose main priority is coordination of the efforts of the district, the partner providers, and the school.

Support for systemic change at the school level begins with the change that has occurred in leadership. The new principal brings 10 years of successful practice in school leadership and district leadership roles. Strategic preparation for implementing change has been completed and a new infrastructure for the administrative cabinet to engage in weekly planning meetings has been established. Additionally, the principal has taken initial steps in establishing a culture of collaboration and instructional focus, by reorienting the weekly Wednesday staff meetings away from administrative sessions and towards a constant focus on teaching and learning. Key components of the turnaround model include staff participation in high quality, job-embedded professional development that support: planning curriculum and using instructional strategies to increase the rigor and relevance of lessons; using data to identify and implement instructional programs and state standards; and use of alternative methods for differentiated instruction. With the recent changes made in the Wednesday meeting structure, this professional collaboration time has now been positioned to become a cornerstone of school-based sustainable change through

providing time for the faculty to work teams to continually monitor and implement change.

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

School improvement at Kettering begins with a focus on human resource identification and placement, followed by ongoing job-embedded professional development. In order to identify best match possibilities to fill positions, all teachers completed an online application and survey prior to interviewing at Kettering High School. Additionally, all instructional staff are informed of and agree to support the reform efforts by participating in related professional development activities and working longer hours when necessary. Faculty and staff member assignments then are made by aligning human resources to school needs based on: (1) Highly Qualified certification, endorsements, and content knowledge; (2) evidence of classroom management strategies; (3) evidence of creative instructional delivery strategies; (4) teacher attendance patterns; (5) previous class failure rates; and (6) and willingness to provide additional support services.

In order to continue to enhance the quality of the human resources at Kettering High School, several strategies for recruitment and retention will be enacted. Recruitment strategies will include advertising teaching, internship, and volunteer opportunities through local college and university departments of education. Proactive efforts will be taken to create new partnerships with local institutions of higher education. Kettering will participate as a host school for university student teaching programs as part of our effort to recruit perspective teachers. As part of our staff retention efforts, Kettering will embark upon using a shared leadership model where all staff provide input in academic and operational decision making. In addition, both a staff awards program and a teacher-mentor program that connects new and veteran teachers will be established.

Our turnaround partner is ICLE. They will assist us as we make the necessary changes to fully become a turnaround school making drastic changes in student performance. The ICLE turn-around model began with assessing the current state of the school against best practices in order to identify needs and create a plan of support. The supports identified included a need for a tiered structure of support for teachers and school leaders. A combination of data points was used to identify priorities, including school self-report documents, stakeholder interviews (e.g., principal, leadership team, teachers, students, and parent interviews), perception data, and trend analyses of multiple AYP school report card variables. In response to the analyses and in alignment with the ICLE change model, it was decided that ICLE would provide job-embedded executive coaching for principal and leadership teams in order to investigate, develop, implement and monitor the following turnaround intervention strategies:

- Develop an Action Plan that organizes leadership around implementation and monitoring of reform.
- Use data to inform decision making in the areas of leadership, teaching, and learning.
- Enhance adult-student relationships on campus through use of various practices (e.g., Advisor/Advisee program, classroom management strategies, use of perception survey data to plan and monitor progress).
- Provide support in building a quality Regular Day and Extended School Day program
- Teacher Collaboration and Co-teaching training
- Implement flexible school conditions
- Train leadership and instructional staff on the Collaboration Instructional Review System based on the International Center for Leadership in Education's Rigor/Relevance Framework.
- Assist in refining/redesigning the 9th-grade learning community

The ICLE Executive Coach will provide coaching at the leadership level as well as support for increasing rigor and relevance at the instructional levels. On a continuous basis throughout the year, the ICLE Executive Coach will:

- Provide direct support and leadership training for school principals and the leadership teams.

- Help the school leadership implement and evaluate progress towards meeting the goals of the School Improvement Plan through the use of data tables and other tools that will allow for a monthly analysis of progress.
- Assist the leadership team in refining plans based on data indicators that reveal a need for additional or corrective actions to be developed.
- Provide tools, resources, and strategies to enhance student learning, increase student engagement, and expand accountability measures to align with 21st century skills and knowledge.
- Complete classroom visits with administrators to collect and review student-learning data that focuses attention on levels of rigor, relevance, and student engagement within and across classrooms.
- Address other areas of need as identified by the school principals and Central Office

Additionally, ICLE will provide content area coaches (Math and ELA) for job-embedded instructional coaching in support of our faculty through specific activities, including the following:

- Provide job-embedded training on the ICLE Rigor/Relevance Framework and student engagement (Presently occurring and will be reviewed at the beginning of next school year)
- Development of Quadrant D (High Rigor/High Relevance) lessons and GOLD SEAL LESSONS
- Use of Effective Instructional Strategies (~~Focus for December 2010 PD~~)
- Assist in developing and implementing a school wide literacy focus (Presently occurring)
- Conduct classroom visits to identify strengths and needs, provide recommendations for development and growth, and provide follow up individualized support based on teacher outcomes (Presently occurring)
- ~~to~~ Assist in creating improved conditions for ~~co~~-teaching for students with disabilities within an inclusion model
- Support use of differentiated instructional strategies (~~December 2010 PD~~) [FYI this is ongoing as a part of the general R/R work and the instructional coaching]
- Assist in the development of parameters for professional learning communities (Presently occurring)

In addition, ICLE consultants will provide training for the staff on identified district-wide Professional Development days. In December the focus was a review of the rigor and relevance framework and the

use of data to drive instruction. The results of QB 1 Assessments will be an ongoing discussion with staff and utilized to determine our targeted areas. The Executive Coach from ICLE will work on site 4 days per month and Instructional Coaches will provide at least 5 days of job-embedded professional development per month (September – June). One Wednesday out of each month, ~~they~~ an ICLE Consultant will meet with the whole staff during the faculty meeting. Additional work will occur in small groups to provide technical assistance, observe and model rigorous and relevant instruction, and conduct Teacher Rounds to provide feedback, counsel, and advice.

Concurrent with the leadership and instructional supports delivered by ICLE, MOSAICA will provide an Executive Coach who will support the Principal in successfully accomplishing the goals outlined in the SIG via weekly on-site interactions. The leadership coaches from ICLE and MOSAICA have already met to coordinate services and remain committed to continually coordinating efforts in support of the goals of the grant. Additionally, Wayne RESA will provide multiple coaches that will provide identified teachers with job-embedded professional development through a teacher-focused coaching model in the areas of Math, English Language Arts (ELA), and Special Education. Support requested of Wayne RESA for staff will include the following:

ELA Coach

- Training on Close and Critical Reading
- Focus on 4 Questions aligned to the Common Core Standards
- Attention to Balanced Literacy in the areas of reading, writing, reading fluency and vocabulary
- Develop 7 Comprehension Strategies
- Use the Marzano 9 Classrooms That Work instructional strategies to improve student achievement

Special Education Math Coach

- Differentiated instruction for General Education teachers serving SWD
- Instructional strategies to support inclusion teachers

Data Coach

- Provide professional development to teachers on reviewing and using at student-level data to drive instruction
- Individualized support for teachers in the use of data

With regard to the schedule of services provided, Wayne RESA provides instructional coaching weekly. MOSAICA provides Executive Coaching on a weekly basis as well. All teachers will engage with an

ICLE coach in areas of instructional delivery on a monthly basis, while the principal and leadership team members also engage in executive coaching with an ICLE consultant monthly. The monthly ICLE coaching support is designed to provide specific support to targeted content area teachers as well as simultaneously creating a more broad impact across all teachers regardless of content area training. Four coaches (two Math and two English Language Arts) from Wayne RESA currently spend a day per week on campus. One math and one ELA coach focuses on General Education teachers and the other two Math and ELA coaches focus on teachers working with Special Education students. Teachers of 9th and 11th-grade students are priority target audiences for the Wayne RESA support. Both formal and informal evaluations of professional development will take place throughout the year.

Type of PD	Implementation Cycle	Provider
Instructional Coaching and best practice instructional strategies (e.g., Quadrant D strategies—high rigor and high relevance; Marzano 9)	Monthly (Presently occurring)	ICLE
	Weekly (being developed Nov 2010 – May 2011)	Wayne RESA
Reading and Writing Across the Curriculum Literacy Strategies	Monthly (Presently occurring)	ICLE
7 Comprehension Strategies and Balanced Literacy	Weekly (Nov 2010 – May 2011)	Wayne RESA
Rigor/Relevance Framework, Differentiation	Monthly (Presently occurring)	ICLE
Special Education / General Education Accommodations and Inclusion	Weekly (Nov. 2010 – May 2011)	Wayne RESA
Leadership Coaching	Monthly (Presently occurring)	ICLE
Executive Coaching	Weekly	MOSAICA

Professional development and coaching provided by ICLE, MOSAICA, and Wayne RESA, and any other local providers at the school level will be coordinated in order to provide deep structures for rapidly building internal capacity for long-term sustainability. Initial conversations have begun and plans exist for these interactions to continue monthly. Executive coaches will work with the Leadership Team to facilitate the creation of a full professional development plan for implementation through the Spring 2011, Summer 2011, and Fall 2011 semesters. Decisions about professional development will be based on identified needs via student performance and stakeholder feedback. Additional best practice resources for consideration include, Carnegie Math, High Schools That Work best practices, Data4success best practices, Reading and Writing Across the Curriculum best practices, Technology Integration in all classrooms, 21st Century Literacy, Educational Development Plans, Individual Learning Plans, mel.org, freerice.com and content area professional development that links English, Math, Science and Social Studies are all strategies promoted to guide tiered instruction for all students to learn and increase achievement levels.

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Detroit Public Schools conducted a needs assessment and aligned it with the comprehensive support provided by the external partner provider. The International Center for Leadership in Education (ICLE) was selected from the MDE preapproved list.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

In a collaborative effort to include students, parents, teachers, administrators, community and outside experts, Kettering High School will continue to operate in alignment with our Alumni Organization, LSCO, The Detroit Pistons, Rasheed Wallace Foundation, and Alkebulan-Village. We will renew our efforts to develop focused time for staff collaboration and input via avenues such as special committees, staff meetings, and professional retreats. We would like to amend our Parental Workshops to include child rearing, upgrading work skills, using technology, informational services to improve the quality of living and motivational speakers. We will strive to research additional community-based programs/services to support implementation of our effort and will seek opportunities to share resources with the Kettering West Wing School program. Kettering Alumni provide needed support to our students by donating uniforms and equipment and awarding scholarships to students in need. Kettering's LSCO promotes Kettering efforts by sponsoring fundraisers to defray the cost for school related programs and college. The Detroit Pistons and Rasheed Wallace Foundation support Kettering by providing resources to improve reading and math skills of our students. The Rasheed Wallace Foundation updated the library media center to include computers, furniture and books for our students. The Alkebulan-Village provides reading and math enrichment activities and tutoring for Kettering students. We will continue to host professional development for our students in which consultants will work with them in the content areas of reading and Math.

We will invest in providing substitutes that will cover classes so as to allow teachers to participate in professional development with each other and outside experts. We will continue to create newsletters that inform the churches and businesses in the community of Kettering about activities, celebrations and support needed. We will continue to have our mentoring programs while creating a mentoring program between Kettering students and Kettering West Wing students.

We will research and reinvest in our other partnerships with Compact, the Urban League, the NAACP, the Gentlemen's Club and the Young

Women Extraordinaire so as to provide emotional and social support for our students. Finally, we will create a judicial board as we search for a law firm partnership that will decrease suspensions, allow students to improve speaking skills, further their knowledge of government and the judicial system. Students will be trained to be judges, lawyers and jurist as they take responsibility for their conduct, education and actions.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

In collaboration with the Detroit Federation of Teachers, the District negotiated new contractual language under "Priority Schools", which includes Kettering High School. This allows for more flexibility regarding seniority rules and enables Kettering High School to hire and retain those individuals who will best meet the needs of the Priority School's student population. As a part of the application and hiring process all instructional staff are informed of and agree to support the reform efforts by participating in related professional development activities and working longer hours when necessary. Teachers have begun modifying practices related to lesson planning and instruction, as well as agreeing to commit more time to engaging in after-school personal development activities to reach goals of improving student success. The teachers also volunteered to meet at the school for several days prior to the start of the academic year in order to develop a set of common procedures for all teachers. During those volunteer days, the teachers also completed a neighborhood walk in order to meet and greet families in the surrounding area and to encourage the kids to enroll in Kettering.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

Practice	Implementation	Year 2	Year 3	Provider	Time	Accountable Personnel
Instructional Coaching and best practice instructional strategies (PD)	X	X	X	ICLE WAYNE RESA LITERACY COACH SCHOOL ELA/MATH COACH	Monthly	Principal
Reading and Writing across the curriculum, Literacy strategies (PD)	X	X	X	ICLE LITERACY COACH WAYNE RESA	Monthly	Literacy Coach
7 Comprehension strategies & balanced literacy (PD)	X	X	X	WAYNE RESA	Monthly	Literacy Coach
Rigor/Relevance Differentiation (PD)	X	X	X	ICLE	Monthly	Admin Staff Teachers
Data Presentation	X	X	X	WAYNE RESA	Monthly	Data Specialist/

(PD)				Data Coach		SIP Chair Tech Coach
Math (PD)	X	X	X	JERRY RANKIN /GMA CHALLENG E	Monthly	Numeracy Coach
Walk-through/ Observations	X	X	X	PRINCIPAL / ASSISTAN T PRINCIPAL S/ COACHES	Weekly	Admin Staff
Special Education/ general education accommodation s & inclusion	X	X	X	ICLE WAYNE RESA	Monthly	Assistant Principal
Leadership coaching: teachers and principal	X	X	X	ICLE MOSIACA	Monthly	Principal
Extended Learning time: Credit recovery/ extended day and second chance/tutoring	X	X	X	DISTRICT SCHOOL ADMIN TEACHERS	Daily	Assistant Principals/ Counselors
Summer Transition/ Freshman Academy		X	X	SCHOOL ADMIN TEACHERS	Yearly	Assistant Principals

ELA/Math/ Science PD for students		X	X	CONSULTA NTS	Semesters	Numeracy Coach/ Literacy Coach
Classroom Strategies that Work - Marzano's 9		X	X	WAYNE RESA TEACHER STUDY GROUPS	Monthly	Literacy Coach/ Teachers
Alignment: standards and common core standards	X	x	X	TEACHER STUDY GROUPS WAYNE RESA	Bi-weekly	Principal
Assessing student work		x	X	ICLE TEACHER STUDY GROUPS	Bi-weekly	Principal
Close and Critical Reading	X		X	WAYNE RESA LITERACY COACH	Monthly	Literacy Coach
Teacher Study Groups	X		X	ADMIN TEACHERS	Bi-weekly	Admin Team
Perception Data Collection (students, teachers, staff)	X	X	X	ICLE	Annual	Principal
Data Analysis Report Updates	X	X	X	ICLE	Annual	Data Specialist/ SIP Chair

Staff Collaboration	X	X	X		Weekly	Principal Lead Teachers
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9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	17%	27%	37%	47%
Mathematics	3%	13%	23%	33%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

A meeting was held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to comment and give input on how to make the application and turnaround plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application and the intervention model. The Detroit Board of Education passed a resolution approving the School Improvement Grant.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

Kettering High School is committed to drastically changing our school's culture, structure and instruction to improve student achievement and increase attendance and graduation rate among all of our students. All staff members are committed to the mission and the vision. Aligned with this commitment, all processes for implementing change at the campus level that are supported by ICLE are done so with the ultimate goal of developing internal capacity to carry forth with implementing ongoing transformation and growth. This is accomplished through the use of a job-embedded approach to coaching. For example, at the leadership level, the capacity of administrators to continue to monitor classroom performance and provide immediate feedback in targeted areas after consultants are no longer supporting them is an inherent aspect of the coaching process. Likewise, all content area teachers receive job-embedded support that aims to scaffold them through a paradigmatic shift in how they think about, plan, and facilitate learning opportunities that are rigorous and relevant to all students. Through modeling, co-planning, providing recommendations and feedback, and having leaders and teachers actively practice the knowledge and skills required to ignite change, efficacy and internal capacity is developed over time which ultimately leads to sustainable change. All partner providers are using coaching models that strive to build internal capacity whether enacted at the leadership or instructional level.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment A – Transformation

Attachment B – Turnaround

Attachment C – Restart

Attachment D – Closure

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Example:

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$	\$	\$	\$	\$

Section D.**Baseline Data Requirements**

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Turnaround
Number of minutes in the school year	
Student Data	
Dropout rate	12%
Student attendance rate	74%
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	
International Baccalaureate	
Early college/college credit	
Dual enrollment	0
Number and percentage enrolled in college from most recent graduating class	
Student Connection/School Climate	
Number of disciplinary incidents	
Number of students involved in disciplinary incidents	

Number of truant students	
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher Attendance Rate	

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

Attachment B—Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal

The Turnaround Intervention Model is being implemented by the new principal, Ms. Patricia Murray at Kettering High School. Her tenure began in the Fall of 2010.

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.

All teachers completed an online application and survey in order to be considered for an interview that included administration from the district, school and union representation. Faculty and staff member assignments were then made by aligning human resources to school needs based on highly qualified certification, endorsement and content knowledge; evidence of classroom management strategies; evidence of creative instructional delivery strategies; teacher attendance patterns; previous class failure rates and willingness to provide additional support services.

3. Screen all existing staff and rehire no more than 50 per cent.

Teacher selection was a joint effort of school administration, district administration and union officials.

4. Select new staff.

School administration submitted chosen staff list to Human Resources in order to complete the process of linking staff and schools.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

In order to enhance quality of the human resources of Kettering High School, several strategies for recruitment and retention will be enacted.

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff

ICLE will assist us as we make the necessary changes to fully become a turnaround school making drastic changes in student performance. They will provide us with job-embedded executive coaching for principal and leaderships teams in order to investigate and develop turnaround intervention strategies.

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

Our turnaround partner is ICLE. We are being assisted in improving student performance through Wayne RESA, Literacy Coaches, Math Coaches and school level coaches.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.

One Wednesday per month will be used to analyze data both (formative and summative) and use that information to develop plans for classroom instruction. Teacher study groups will research and develop a vertically aligned program from one grade to the next as well as with the state academic standards.

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.

Time for collaboration has been included in the monthly schedule of weekly staff meetings. During the collaboration period, staff will discuss the use of student data to inform and differentiate instruction to meet student needs. Collaboration time will also be used to analyze student work.

10. Establish schedules and implement strategies that provide increased learning time.

Students at Kettering High School have a 25 minute lunch period and a 25 minute study hall in order to increase learning time. Tutoring, Extended Day and Second Chance is offered to students as credit recovery and increasing achievement.

11. Provide appropriate social-emotional and community-oriented services and supports for students.

In a collaborative effort to include students, parents, teachers, administrators, community and outside experts, Kettering High School will continue to operate in alignment with our Alumni Organization, LSCO and Akebulan Village. We provide additional support for students through counselors, social workers and the psychologist.

The following items are permissible elements of the turnaround model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Any of the required and permissible activities under the transformation model
2. A new school model (themed, dual language academy, etc.)

Budget Attachment

Enclosed

on

Following

Four

Pages

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Kettering High School

120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	One (1) FTE, Salary & Benefits for a Ninth Grade Teacher: to provide supplemental instructional services to ninth grade students increase academic achievement.	1	\$72,516	\$33,026					\$105,542
125 - Added Needs – Compensatory Education	One (1) FTE, Salary & Benefits for an Educational Technician: to provide supplemental instructional services activities utilizing technology/media for students to increase academic achievement.	1	\$29,500	\$20,848					\$50,348
	Sub-Total	2	\$102,016	\$53,874					\$155,890

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
211 - Support Services – Pupil – Truancy/Absenteeism Services	Two (2) FTE, Salary & Benefits for Assistant Attendance Agents: to provide in-house attendance direction and support to students in order to reduce absenteeism and seek out students and assist in breaking down barriers to attendance.	2	\$39,150	\$36,027					\$75,177
	Sub-Total	2	\$39,150	\$36,027					\$75,177

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
212 - Support Services – Pupil – Guidance Services	Two (2) FTE, Salary & Benefits for a Counselor for the ninth grade students to address targeted issues consistent to this group.	2	\$145,032	\$66,052					\$211,084
	Sub-Total	2	\$145,032	\$66,052					\$211,084

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
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ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Kettering High School

213 - Support Services – Pupil – Health Services	One (1) FTE, Salary & Benefits for a Nurse: to provide preventive health services to students to facilitate optimal physical, mental, emotional, social growth and development which interferes with academic achievement.	1	\$72,516	\$33,026					\$105,542
	Sub-Total	1	\$72,516	\$33,026					\$105,542

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
214 - Support Services – Pupil – Psychological Services	One (1) FTE, Salary & Benefits for a Psychologist: to provide services to eligible students who have psychological issues which impact student with academic achievement.	1	\$80,000	\$35,145					\$115,145
	Sub-Total	1	\$80,000	\$35,145					\$115,145

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
216 - Support Services – Pupil – Social Work Services	One (1) FTE, Salary & Benefits for a Social Worker: to provide services to eligible students who have serious social and emotional problems which interferes with academic achievement.	1	\$73,000	\$33,164					\$106,164
	Sub-Total	1	\$73,000	\$33,164					\$106,164

220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Cost of four (4) FTE's, Salary & Benefits for (2) ELA - (2) Mathematics Instructional Specialists	4	\$297,200	\$134,126					\$431,326
221 - Improvement of Instruction	Light Refreshments for Professional Development activities for approximately 40 persons, 20 workshops @ \$5 per person				\$4,000				\$4,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Kettering High School

221 - Improvement of Instruction	Professional Development Teacher Workshop/Stipends, 35 Teachers @ \$23.82 @ 3 hours 20 sessions.	2100h	\$47,365	\$14,162					\$61,527
221 - Improvement of Instruction	Professional Development Consultants/Trainers: to provide (20) 3-hours workshops @ \$850/hour; Workshops to focus on data analysis; mathematics & ELA.						\$50,000		\$50,000
	Sub-Total	4/2100h	\$344,565	\$148,288		\$54,000			\$546,853

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
225 - Computer-Assisted Instruction	Purchase of technology for increasing of Instruction/Learning: Desktops Computers@ \$1000 ea and Printers @ \$300					\$60,000			\$60,000
225 - Computer-Assisted Instruction	Purchase of technology: SMART BOARDS @ \$3500 a classroom, SMART BOARD AIRLINERS;@ \$1,739, Tablets, Projector- \$350; Mac books \$1000					\$500,000			\$500,000
	Sub-Total					\$560,000			\$560,000

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
226 - Instructional Staff Supervision and Direction	One (1) FTE, Salary & Benefits for an Dean of Academics: to provide leadership and supervision of programs.	1	\$80,000	\$35,145					\$115,145
	Sub-Total	1	\$80,000	\$35,145					\$115,145

280 - Central Support Services

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
281 - Planning, Research, Development, and Evaluation	Data Specialist to develop school and student data reports				\$6,000				\$6,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)
For Kettering High School

Sub-Total	\$6,000	\$6,000
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330 - Community Activities

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	Parental involvement liaison to support school and community activities.				\$3,000				\$3,000
	Sub-Total				\$3,000				\$3,000

Sub Total	14/2100h	\$936,279	\$440,721	\$63,000	\$560,000	\$2,000,000
Indirect Cost (Max Allowed: 4.45%)						\$0
Grand Total						\$2,000,000
Allocation						\$0

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Kettering High School is TURNAROUND;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title Emergency Financial
managers

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title _____

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title _____

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title _____